



21ST CCLC

NAME OF LEA OR ORGANIZATION	Judy A. Morrill Recreation Center (JAM Center)
ADDRESS	1200 East Houston Street / Garrett, IN 46738
COUNTY	DeKalb
NAME OF CONTACT PERSON	Cheryl Nicole
TITLE	Executive Director, JAM Center
PHONE NUMBER	260-357-1917
EMAIL	cnicole@jamrecreation.org
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	Cheryl Nicole (Executive Director, JAM Center)
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	cnicole@jamrecreation.org

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
J.E. Ober Elementary School (Garrett-Keyser Butler CSD #1820)	55.4%	C	30	K-5
Garrett Middle School (Garrett-Keyser Butler CSD #1820)	48.3%	B	25	6-8
Garrett High School (Garrett-Keyser Butler CSD #1820)	39.3%	B	8	9-12

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
JAM Center/ Garrett-Keyser Butler Campus	1200 East Houston Street	Garrett/DeKalb

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	Thirteen: K-12
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING)	STEAM



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<p>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</p>	
<p><u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</p>	<p>Elementary School (I¹⁴) Before School (M-F): 6:00am-8:00am After School (M-F): 3:00pm-6:00pm Summer (M-F): 6:00am-6:00pm</p> <p>Middle School and High School (Club JAM) After School (M-F): 3:30pm-6:00pm Summer (M-Th): 12:00pm-4:00pm</p>
<p><u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP</p>	<p>We generate income for our I¹⁴ elementary programming only. (Club JAM, our middle and high school programming, is free). However, we are committed to serving <i>all</i> families. We offer our programming at very reasonable fees. We also accept CCDF (Childcare Development Fund) vouchers and offer needs-based scholarships as well as discounts for siblings. Moreover, we do not turn any student away because of their family's inability to pay. All our materials indicate that youth and families can engage in our 21st CCLC program free of charge.</p>



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The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance



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- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html



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- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Judy A. Morrill Recreation Center

Applicant Name (LEA or Organization)

Cheryl Nicole

Authorized Signature

July 29, 2020

Date



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SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

We have included the MOU between the JAM Center and GKB.



APPENDIX 1 - MEMORANDUM OF UNDERSTANDING

Garrett-Keyser-Butler Community School District and the Judy A. Morrill Recreation Center

Garrett-Keyser-Butler Community School District, hereinafter referred to as GKB, and the Judy A. Morrill Recreation Center, hereinafter referred to as The JAM Center, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Judy A. Morrill Recreation Center from the Indiana Department of Education.

Garrett-Keyser-Butler Community Schools and the Judy A. Morrill Recreation Center desire to work cooperatively to build an asset based approach to the delivery of services to youth and families. GKB and the JAM Center will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at J.E Ober Elementary School and the Judy A. Morrill Recreation Center.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Garrett-Keyser-Butler agrees to the following:

1. Work collaboratively with the JAM Center to identify high-priority student participants and to meet needs of youth served in the o.



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2. Work collaboratively with the JAM Center to gather statistical data for evaluation reports including but not limited to student grades, teacher surveys, parent surveys, and student surveys.
3. Provide out-of-school time breakfast and snacks through the School Nutrition Program managed by IDOE.
4. Maintain coordination of other agencies and service providers with the JAM Center.
5. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program.
6. Provide professional development opportunities that could be deemed relevant and beneficial to the JAM Center staff for the purpose of improving the quality of the 21st CCLC program.
7. Allow the JAM Center to use a room in J.E. Ober Elementary School throughout the school year for the K-5 students who attend the program.
8. Work collaboratively with the JAM Center for the process of creating an advisory board for the 21st CCLC project.
9. Work collaboratively with the JAM Center for the Indiana Quality Program Self-Assessment process that will be completed annually.

The Judy A. Morrill Recreation Center will:

1. Provide a full-time Program Director and part-time Site Coordinator to work with school administrators, teachers, and other staff.
2. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
3. Provide Youth Development Professionals for the program to provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
4. Deliver services as an out-of-school time program from 3:30 PM to 6:00 PM at the JAM Center and at J.E. Ober Elementary School Monday-Friday



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afterschool throughout the entire school year. From 6:00AM-8:00 AM the JAM Center will have staff deliver services at J.E. Ober Elementary before school Monday-Friday. During the summer, services will be delivered from 6:00AM-6:00 PM at the JAM Center for all K-12 participants of the program.

5. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by GKB and project evaluators (local and State).
6. Be responsible for general program coordination, including set-ups & cleanup and first aid.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1st, 2021 and continue through July 31st, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.



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HOLD HARMLESS/INDEMNIFICATION

Garrett-Keyser-Butler Community Schools agrees to indemnify, defend and hold harmless the JAM Center, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Garrett-Keyser-Butler Community Schools. It is understood that such indemnity shall survive the termination of this Agreement.

The Judy A. Morrill Recreation Center agrees to indemnify, defend and hold harmless Garrett-Keyser-Butler Community Schools, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the JAM Center. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

FINGERPRINTING

The JAM Center shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Garrett-Keyser-Butler Community Schools that no employee of the contractor working with youth and parents of GKB has been convicted of a violent or serious felony as defined by statute. The JAM Center shall not permit any employee to have any such contact with a student of GKB until such certification has been received by GKB. Garrett-



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Keyser-Butler will also conduct criminal background checks on the JAM Center employees working to support its Out-of-School Time Programs.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

Cheyl Ruoco
LEA Authorized Signature

August 11, 2020
Date

[Signature]
Partner Organization Authorized Signature

August 11, 2020
Date



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We have also included the MOU between the JAM Center and the Indiana Youth Institute (IYI).



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APPENDIX 1— MEMORANDUM OF UNDERSTANDING

Judy A. Morrill Recreation Center and Indiana Youth Institute:

The Judy A. Morrill Recreation Center hereinafter referred to as the JAM Center and the Indiana Youth Institute, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Judy A. Morrill Recreation Center from the Indiana Department of Education.

The Judy A. Morrill Recreation Center and the Indiana Youth Institute desire to work cooperatively to build an asset based approach to the delivery of services to youth and families. The JAM Center and IYI will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time 21st CCLC program.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

To ensure success, the JAM Center will carry out the following goals and expectations:

1. The 21st CCLC Program will serve children and family members with the greatest needs for expanded learning opportunities



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2. The 21st Century Community Learning Center will establish and maintain partnerships within the community to increase levels of community collaboration.
3. The 21st Century Community Learning Center will offer a range of high quality educational and developmental services.
4. Regular attending participants of the 21st CCLC program will show improvements on measures such as school attendance, classroom performance, and improved behaviors.
5. Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and mathematics.
6. Participants in the 21st CCLC program will demonstrate educational and social benefits and exhibit positive behavioral changes.
7. The 21st CCLC project will be clear and a committed priority for the organization and its related team members.
8. The JAM Center has the support of the Board of Directors and the executive team.
9. The JAM Center will identify a central point of contact, an executive sponsor and a financial contact.
10. The JAM Center will allocate the necessary resources in a timely manner.

The Indiana Youth Institute will:

1. Engage- The IYI Engagement Manager will stay involved with the project to ensure success to the client.
2. Ensure Client Success- There will be a main point of contact that ensures the success of the project. The IYI Client Success Manager will manage the project, be a point of contact, drive quality and be responsible for project success. To ensure client satisfaction and service quality, the IYI Client Success representative will conduct periodic phone calls with the client's primary point of contact.
3. Provide an IYI Sponsor- The IYI Sponsor will be another point of escalation if the project is at risk for any reason.



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4. Provide a Consultant- The Consultant is responsible for the day-to-day execution and delivery of all deliverables identified above. As an expert in the subject matter, they will leverage their expertise to advise, create, and lead GKBCSD's 21st CCLC Project to the desired outcome.
5. Contribute to continuous improvement of the program.
6. Prepare summative evaluation reports that are required annually.
7. Supervise the data collection process, maintain records of all collected data, and conduct statistical analyses for summative evaluation reports.
8. Design data collection tools such as surveys, focus groups, or interview guides to be used with school and project personnel or participants.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1st, 2021 and continue through July 31st, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.



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HOLD HARMLESS/INDEMNIFICATION

The Judy A. Morrill Recreation Center agrees to indemnify, defend and hold harmless Indiana Youth Institute, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the JAM Ceter. It is understood that such indemnity shall survive the termination of this Agreement.

Indiana Youth Institute agrees to indemnify, defend and hold harmless the Judy A. Morrill Recreation Center, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Indiana Youth Institute. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

This Memorandum of understanding becomes effective when funding is granted though the Indiana Department of Education, and when properly authorized signatures of agency representatives are affixed.



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APPROVALS

Danielle Kild

LEA Authorized Signature

8/6/2020

Date

Deanna LeBlanc

Partner Organization Authorized Signature

07/30/20

Date



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Finally, although we do not have an updated contract with Purdue Fort Wayne (PFW) yet (due to COVID-19), we are including our previous contract for reference. Each year, PFW provides us with two or more student-interns to work with our 21st CCLC participants. This partnership is further detailed under the “**PARTNERSHIPS**” portion of our application.

MEMORANDUM OF AGREEMENT
Sophomore Clinical/Senior Internship
between
Purdue University Fort Wayne
and
JAM Center

This agreement, made this 5th day of June 2019, between Purdue University by and on behalf of Purdue University Fort Wayne (hereinafter called the University) and JAM Center (hereinafter called the Agency).

WITNESSETH THAT:

WHEREAS, the University has a bachelor's degree program in Human Services for qualified students preparing for Human Service careers, and

WHEREAS, the Agency recognizes the need for providing the community, which it undertakes to serve, with Human Services staff personnel, and

WHEREAS, the contracting parties are desirous of cooperating to furnish clinical education to students enrolled in the University bachelor's degree in Human Services.

NOW THEREFORE, it is mutually agreed by and between said parties to wit:

1. The Agency shall cooperate in the orientation of faculty members assigned to the Agency for the purpose of teaching students.
2. The Agency shall accept Department of Human Services students of the University for internship experiences, and provide the following:
 - a. Opportunity for student practice and/or observation in the client services of the Agency and/or opportunities to learn about the agency functioning through its literature and interviews with staff of the Agency.
 - b. Use of the library facilities of the Agency.
 - c. Use of a conference/or classroom, etc.
 - d. Use of the cafeteria facilities of the Agency on the same basis as Agency employees.
 - e. Use of lockers, if available, during the period of clinical experience.

The University faculty shall plan internship hours, days, and places of assignment of students in cooperation with and approval of the Agency Supervisor and/or his/her designated representative, unless in specific instances other provisions are made.

3. The University faculty shall plan with the Agency Supervisor or his/her designee that a reasonable number of students be assigned at one time to an agency unit.

4. Students will communicate completely and directly the status of all assigned clients during and at the conclusion of each internship experience. Students will be assigned a site supervisor with whom they will communicate all client and project information throughout the clinical placement.
5. The University and the Agency do not consider the Human Services student to be an employee of the Agency, but a student of the University in the clinical education phase of his/her professional education.
6. All students are required to complete a background check, a 2-step TB test, and a 10-panel drug screen immediately prior to their sophomore clinical and senior internship. Each student is directed to provide a copy of their background check, their TB test, and their drug screen to the agency during the interview process. Students are also required to complete a TB test prior to placement.
7. The University shall require Human Services students to carry professional liability insurance. (University policy limitations: One million dollars per claim; three million dollars maximum per year.)
8. The student shall be liable for his/her own acts of negligence.
9. The Agency shall retain the ultimate responsibility and authority for each client's care and for all professional activities related to the Agency and the internship experience.

IT IS FURTHER AGREED, that:

1. Instruction and supervision of students shall be provided by the University faculty and Agency supervisor unless in specific instances and other provisions are made.
2. The faculty shall be instructed to observe proper channels for planning internship experiences.
3. The faculty may have the opportunity for practice and/or research with the Agency with the approval of the Human Service Program Coordinator and the Agency director.
4. The faculty and students shall be instructed to observe the policies and procedures of the Agency. Non-compliance or violation will result in withdrawal of affiliation.
5. University and Agency agree not to discriminate against any applicant or student for



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enrollment in its course of study because of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.

This agreement shall be effective upon its execution, shall continue until terminated by either party. Either party may terminate upon one-year notice in writing to the other party. Such termination shall not become effective with respect to students then enrolled and participating in the program.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by their authorized officers as of the day, month, and year as stated in the first paragraph of this agreement.

PURDUE UNIVERSITY FORT WAYNE

Handwritten signature of Cheryl Nicole in blue ink.

Cheryl Nicole
JAM Center

Handwritten signature of Patricia A. Eber in blue ink.

Patricia A. Eber
Chair
Department of Human Services

Date:

6/11/19

Date:

6-20-19



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COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Garrett-Keyser-Butler Community School District/the Judy A. Morrill Recreation Center met with St. Joseph Catholic School on 7/22/2020 in consultation for participation in a 21st CCLC initiative in Garrett/DeKalb.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Jenny Enrietto
Non-Public School Representative

Jenny Enrietto
Signature

Danielle Johnson
Applicant Representative

Danielle Johnson
Signature



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PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

The JAM Center is a nonprofit community center located in the small northeast Indiana town of Garrett. For the last three years, we (at the JAM Center) have worked collaboratively with the Garrett-Keyser Butler Community School District (GKB) to provide 21st CCLC services to GKB students attending J.E. Ober Elementary School, Garrett Middle School, and Garrett High School.

The need for 21st CCLC programming in Garrett is undeniable:

- Nearly half of GKB students (and more than half of our current 21st CCLC enrollees) qualify for free/reduced lunches. Many of these students come from neighborhoods and families plagued by negative behavior patterns and challenges (e.g., low education, teen pregnancy, addiction, and inconsistent employment).
- GKB students are struggling to keep pace academically. According to the most recent Indiana Learning Evaluation and Readiness Network (ILEARN) test results, GKB students underperformed state averages in *every* category
- GKB students struggle with frequent behavior issues. The rate of students who received in-school suspensions last year exceeded the state average by 25%, and the expulsion rate for GKB students was more than double the state average
- Garrett is a small and rural town, and there are few activities for youth. Unfortunately, when young people have “nothing to do” or go home to an empty house, they are significantly more likely to participate in risky behaviors.

Despite these challenges, thanks to our 21st CCLC program (notably, the *only* structured afterschool program available to Garrett-area students), we are changing outcomes for youth in our community.

Our 21st CCLC programming is offered before school (for elementary students), after school, and during the summer. Programming takes place across our shared campus (our JAM Center facility and the three GKB schools are physically right next to one another). Programming is implemented by JAM Center staff, but we collaborate regularly with GKB staff to identify the schools’ overall learning goals, explore learning strategies, and better understand the specific needs of individual students.

Our 21st CCLC program comprises the I¹⁴ program, which serves kindergarten through 5th-grade students, and Club JAM, which serves middle and high school students. Thanks to homework help and tutoring services, a wide variety of enriching learning activities, and our focus on STEAM education, students in these programs have been achieving tremendous outcomes. For the 2018-2019 school year (the most recent year for which our formal evaluation has been completed) we met *and* exceeded each of our academic goals!

Of course, we offer more than just academic instruction. Many of the students we serve are struggling to “find their place” amongst their peers at school. Others have few stable, adult role



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models. For these young people, our welcoming and supportive 21st CCLC program is truly invaluable. Moreover, through our comprehensive professional development opportunities, we ensure that our staff members are equipped to not only support students' academic needs but also their social and emotional needs.

Over the past three years, based on our evaluator's feedback, we have worked diligently to improve our 21st CCLC program and establish ourselves as a premiere youth-serving organization. With this strong foundation in place and with the prestige that comes with being an official 21st CCLC program, we feel confident that we can now begin doing even more to improve student outcomes:

- We hope to begin serving students from St. Joseph School for the first time. St. Joseph, a nearby nonpublic school, recently expressed interest in our program. We look forward to consulting with St. Joseph officials to discuss their students' needs and how our services can support their achievement.
- We hope to serve even more middle school and high school students. (When we submitted our Cohort 8 application, we were not yet serving high school students.)
- We will do even more to invest in our staff—ensuring that they have the professional development they need to deliver high-quality programming.
- We will purchase new educational resources and materials.
- We will redouble our efforts to engage families.
- We will continue find innovative ways to partner with our community to support youth outcomes.

We are confident that, with continued 21st CCLC funding, we will have the capacity we need to continue to change the lives of Garrett's most vulnerable youth and make our vision for improved programming a reality.



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PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Minimum Criteria: The youth to be served by this funding opportunity attend a GKB school: JE Ober Elementary School, Garrett Middle School, or Garrett High School. JE Ober's free/reduced rate is 55.4%; Garrett Middle School's free/reduced rate is 48.3%; and Garrett High School's free/reduced rate is 39.3%. Although Garrett High School's most recent free/reduced rate was not greater than 40%, the school's free/reduced rate for the 2018-2019 school year was 40.2%. In fact, last year (i.e., the 2019-2020 school year) is the first time Garrett High School's free/reduced rate has dipped below 40% in the last decade, and it is anticipated that the free/reduced rate will again exceed 40% for the 2020-2021 school year.

The 21st CCLC funding opportunity requires applicants to provide equitable services to nearby nonpublic school youth and their families. St. Joseph School, the only nonpublic school within 5 miles of the JAM Center, indicated that they *did* wish to participate in this program. We will ensure that St. Joseph students have equal access to our 21st CCLC program.

2. Origin of Partnership: The JAM Center's mission is to celebrate and strengthen our vibrant community by connecting people and organizations through activities that improve the quality of life in Garrett. With a 26,500 square-foot facility and a wide variety of amenities and services, the JAM Center is truly an invaluable resource for the entire community. Each year, more than 2,800 individuals of all ages and backgrounds enjoy the benefits of the JAM Center. Our programs including the following:

- *Aquatics* - Our Aquatic Center features a slide, splash pad, and zero-entry ramp. We offer JAM Swim School, designated lap times, open swim, and Lifeguard Certification Courses.
- *Wellness* - With a full-size gymnasium and fitness center as well as wellness classes, personal training, organized activities, and JAM Play, we support healthy lifestyles in a welcoming, family environment.
- *Early Education* - We provide young children (infancy-preschool) with a safe, nurturing, and choice-filled environment that encourages learning through exploration.
- *Youth Programming* - For youth in kindergarten through high school, we offer before-school, after-school and summer programs, which include a wide variety of unique and engaging activities and hands-on learning opportunities. We currently serve as a 21st CCLC site.
- *Senior Programming* - Our programs for senior citizens include activities for many interests and skill levels, all of which foster camaraderie, fun, and healthy living.

Thanks to our close physical proximity and our coinciding passion for youth, we have already been partnering with GKB for nearly a decade to promote youth achievement:

- Both during the school day and during after-school and summer programming sessions, GKB students move fluidly between the GKB school buildings (i.e., J.E. Ober Elementary



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School, Garrett Middle School, and Garrett High School) and the JAM Center facility. For example, we provide GKB schools access to our amenities (including our gymnasium and pool) for physical education classes and extracurricular sports, and GKB provides classroom spaces for the implementation of the 21st CCLC programming. In fact—although distinct organizations—we now consider our JAM Center and GKB facilities to be part of a single, shared campus. We have even created operating efficiencies by sharing resources such as WiFi, tech staff, and maintenance staff.

- For the last three years, we have worked with GKB to provide 21st CCLC services to GKB students. Programming took place across our shared campus, and our JAM Center staff (who implemented the programming) collaborated regularly with GKB staff to identify the schools' overall learning goals, explore learning strategies, and better understand the specific needs of individual students. The collaboration was a tremendous success for both of our organizations, and we are hopeful that we will be able to partner together once again, should we be selected as a 21st CCLC program.
- We have partnered with GKB for other initiatives, too. For example, in the fall of 2019, we worked together to open a new preschool classroom, "The Collaborative," which is located in a GKB school building (J.E. Ober). Although the preschool classroom is operated by the JAM Center, J.E. Ober staff help JAM Center educators to better understand the learning expectations of kindergarten students, and the partnership allows our organizations to provide consistency for children as they transition from preschool to kindergarten. Another initiative is Garrett High School's Career Development Program, which provides students with real-life training and experience and exposes them to career opportunities within the Garrett community. Each year, up to five students participating in the Career Development Program participate in paid senior internships at the JAM Center.

3. Priority Area: GKB has indicated that they would like us to focus our 21st CCLC program on **STEAM** learning. GKB students are already doing tremendous work with STEAM at their schools—from operating 3D printers, to designing and building robots, to creating video games—but their students are still-underperforming. We are committed to reinforcing the STEAM education that is taking place in schools, helping participants to become creative problem solvers, and giving them the extra support they need to achieve success. Therefore, we will do even more to expand our staff's STEAM-education knowledge and arsenal of STEAM learning ideas. We will also be even more intentional about offering STEAM-focused learning opportunities. For example, we will begin implementing the *FIRST*[®] LEGO[®] League Explore program.



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PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

We do not qualify for priority points.



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NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

1. Data Evidence: *Student Achievement Data* – GKB students are struggling to keep pace academically. According to the most recent ILEARN test results (from the 2018-2019 school year), GKB students underperformed state averages in *every* category:

- 41.2% of GKB students in grades 3-8 passed the English/Language Arts portion compared to 48.9% of Hoosier students overall.
- 44.3% of GKB students in grades 3-8 passed the Math portion compared to 48.7% of Hoosier students overall.
- 40.3% of GKB students in grades 4 and 6 passed the Science portion compared to 47.4% of Hoosier students overall.
- 25.6% of 10th-grade students passed the Biology portion compared to 47.4% of Hoosier students overall.
- 36.2% of 5th-grade students passed the Social Studies portion compared to 46% of Hoosier students overall.

Not only are GKB's overall scores below the state average, but their student growth is also lagging:

- Only 47.7% of GKB students in grades 3-8 met or exceeded their annual growth target in English/Language Arts compared to 52.3% of Hoosier students overall. Moreover, only 25.5% of the lowest performing 25% of students in grades 3-8 met or exceeded their annual growth target in English/Language Arts compared to 33.6% of Hoosier students overall.
- Only 35.8% of GKB students in grades 3-8 met or exceeded their annual growth target in Math compared to 36.8% of Hoosier students overall. Moreover, only 10.4% of the lowest performing 25% of students in grades 3-8 met or exceeded their annual growth target in Math compared to 17.1% of Hoosier students overall.

Students' college and career readiness benchmarks were also lower than average:

- 44.9% of GKB students who took the SAT achieved expected benchmarks, which is lower than the state average (52.3%).
- 37.5% of GKB students who took the ACT achieved expected benchmarks, which is significantly lower than the state average (56.7%).

Moreover, the rate at which GKB students opted to take these tests (an indicator of their desire to attend a postsecondary educational institution) is lower than the state averages:

- 36.6% of GKB students took the SAT compared to 61.7% of overall Hoosier students.



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- 17.9% of GKB students took the ACT compared to 25.4% of overall Hoosier students.

Graduation rates, however, are strong, with 93.4 % of students graduating with their 4-year cohort group (compared to the state average of 86.4%). We are hopeful that we can support continued graduation success through our 21st CCLC program.

Student Demographic Data – The racial diversity of the GKB school corporation is as follows:

- White – 90.7%
- Multiracial – 4.2%
- Hispanic – 3.2%
- Hawaiian or Pacific Islander - .8%
- Black/African-American - .6%
- Asian - .2%
- Native American - .2%

48.2% of GKB students are economically disadvantaged (i.e., qualify for free/reduced lunches). However, the students who enroll in our program do not perfectly reflect the overall GKB community. It has been our experience that more advantaged youth tend to enroll in after-school sports or extracurricular activities (such as ballet or piano lessons). Typically, the students who are drawn to our programming are less likely to participate in these sorts of enrichment activities due to lack of family support, lack of family income, and/or lack of personal interest. Indeed, well over half of the GKB students currently enrolled in our 21st CCLC program (i.e., 57.9%) are economically disadvantaged.

Student Behavioral Data – The number of GKB students who exhibit model student attendance is lower than the state average (60.4% compared to 65.3%). The district also has more frequent behavior issues. The rate of students who received in-school suspensions last year (6%) exceeds the state average by 25%. The rate of in-school suspensions is especially high at Garrett Middle School (11.9%), more than double the state average. The expulsion rate for GKB students (.4%) was also more than double the state average.

2. Current Programming: Our 21st CCLC program is the *only* structured afterschool program available to Garrett-area students.

The Garrett Public Library provides space for teens to spend time together after school, but they offer no formal activities. Also, while the First Church of Christ had previously offered after-school programming three days per week, this program is no longer operational.

3. Enhance or Expand: We were thrilled to be selected as a 21st CCLC site in 2017. Over the last three years, 21st CCLC funds have been instrumental in helping us to establish a program that includes a broad array of enrichment activities to help the social, emotional, and behavioral development of Garrett-area students. With this strong foundation in place, we are eager to once again partner with the 21st CCLC program to enhance our current services.



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Name/Service	Current Schedule	Current Number of Youth Served	Proposed Program
Elementary Programming (I ¹⁴)	Before School – 6:00-8:00 After School – 3:00-6:00 Summer – 6:00-6:00	30 elementary students	We will enhance our programming (see below).
Middle and High School Programming (Club JAM)	After School – 3:30-6:00 Summer – 12:00-4:00 (M-Th)	33 middle and high school students	We will enhance our programming (see below).

Notably, in our Cohort 8 application, we had not proposed serving high school students. Over the last several years, we have greatly expanded the number of students served by opening our programming to high school students. For our proposed 21st CCLC program, we expect to maintain the robust student reach we achieved during our most recent 2019-2020 school year.

With additional funding, we also hope to enhance our programming in several ways:

- We will do even more to invest in our staff—ensuring that they have the professional development they need to deliver high-quality programming. With additional professional development opportunities, we hope to do even more to expand our staff’s STEAM-education knowledge and arsenal of STEAM learning ideas.
- We will purchase new educational resources and materials (e.g. the *FIRST*[®] LEGO[®] League Explore program and Dave Ramsey’s Personal Finance curriculum).
- We will redouble our efforts to engage families. For example, we will begin sending home monthly “family learning kits” with our elementary participants. We will also begin hosting biannual family engagement events for our elementary participants and monthly educational events for teens and their parents. (See **Program Design: Parental Involvement** for additional details.)
- We have spent the last four years building a strong program. With this foundation in place, we are now prepared to do even more to build stronger community partnerships to support our sustainability.

As a nonprofit organization committed to offering our programming to families at minimal-to-no cost, we quite simply do not have the budget that is needed to make these improvements without 21st CCLC funding.

4. Identified Needs: To ensure that our 21st CCLC program continues to meet the needs of our partner-schools, the community, and especially of the youth and families we serve, we work



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closely with local educators, and we evaluate feedback from both community and parent surveys, the results of which have taught us the following:

- **Disadvantaged youth in our community lack the supports they need to thrive.** Many of the low-income students we serve come from neighborhoods and families plagued by negative behavior patterns and challenges (e.g., low education, teen pregnancy, addiction, and inconsistent employment). Some of the students we traditionally serve are struggling to “find their place” amongst their peers at school. Others have few stable, adult role models. For these young people, our welcoming and supportive 21st CCLC program is truly invaluable.
- **Our community needs more youth engagement options.** Garrett is small and rural, and there are few activities for youth. Unfortunately, when young people have “nothing to do” or go home to an empty house, they are significantly more likely to participate in risky behaviors. Again, our 21st CCLC program is the *only* structured afterschool program available to Garrett-area students.
- **Garrett-area working families need *more* affordable childcare options.** Many families have communicated to us that they worry about the lack of available childcare options. The parents of the youth we serve, especially of the elementary students we serve, rely on our 21st CCLC program to keep their child safe and supervised while they are at work.
- **Parents are seeking high-quality programs for their children.** Parents recognize that their children need additional academic, social, and emotional supports. Because we work to develop strong and lasting relationships with the youth we serve, we are able to truly understand and respond to their individual strengths and challenges—not just for a single year, but for many consecutive years. This helps us to have an even more significant and long-lasting impact on their education, their behaviors, and their lives.
- **GKB is seeking out-of-school programs that reinforce their district’s commitment to STEAM education.** As was previously noted, GKB students are already doing tremendous work with STEAM at their schools—from operating 3D printers, to designing and building robots, to creating video games—but their students are still-underperforming. We are committed to enhancing the STEAM education that is taking place in schools, helping participants to become creative problem solvers, and giving them the extra support they need to achieve success.

We will continue to gather feedback through our 21st CCLC advisory council, which will include JAM Center staff, GKB personnel, St. Joseph personnel, parents, participants, and representatives from other community organizations.



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PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Project Collaboration: We work closely with numerous organizations to better serve 21st CCLC participants.

One of our formal partners is PFW's Human Services Department, which reached out to us three years ago to propose the partnership. Each year, PFW provides us with two or more student-interns to work with our 21st CCLC participants. We create goals for the interns that directly align with our goals for improving our 21st CCLC program. The interns benefit because they are able to practice the skills that they are learning in their classes and attend trainings and conferences with our JAM Center staff, and our program benefits because we are able to utilize knowledgeable and energetic "workers" at no cost to our organization.

We also partner less formally with community organizations such as the Garrett Museum of Art, the Garrett Public Library, and the Garrett Community Pool for field trips and enrichment projects. Additionally, our teens frequently complete service projects at local nonprofits, including, for example, Image of Hope, which offers outdoor activities to help "promote healing of broken lives." Our other less formal partners are longtime partners of the JAM Center, and we are confident we will continue to nurture and grow these relationships—at the same time that we seek to develop new partnerships! In fact, one of our main goals for the coming years is to add community partners in an effort to achieve greater outcomes and sustainability.

2. Identifying Partners: Our main partner is GKB (the co-applicant for our previous 21st CCLC application). GKB has continued to play an integral role in the development of this application and the proposed 21st CCLC programming—providing input with regard to student needs and the development of strategies for student success.

As outlined in our MOU, GKB's contributions to the proposed 21st CCLC program will include the following:

- GKB will work collaboratively with the JAM Center to identify high-priority student participants.
- GKB will work collaboratively with the JAM Center to gather statistical data for evaluation reports, including but not limited to student grades, teacher surveys, parent surveys, and student surveys.
- GKB will provide meals and snacks.
- GKB will assist with coordination of safe transportation of youth home following the 21st CCLC program.
- GKB will provide professional development opportunities to JAM Center staff.
- GKB will work collaboratively with the JAM Center to create an advisory board for the program.



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- GKB will work collaboratively with the JAM Center to complete the annual Indiana Quality Program Self-Assessment.

The JAM Center's contributions to the proposed 21st CCLC program will include the following:

- The JAM Center will act as the fiscal agent and insure IDOE funds are spent appropriately.
- The JAM Center will provide a full-time Program Director as well as a second part-time Site Coordinator to work with school administrators.
- The JAM Center will provide additional Youth Advocates for program implementation.
- The JAM Center will deliver services across our shared campus (specifically at the JAM Center and J.E. Ober Elementary School) and will be responsible for general program coordination.
- The JAM Center will provide meals and snacks.
- The JAM Center will be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation.
- The JAM Center will maintain coordination of other agencies and service providers.

3. Volunteers: Each year, we work with more than two dozen community volunteers to support our 21st CCLC programming. We recruit volunteers through social media platforms (such as Facebook and Instagram) and on the JAM Center's website or by simply reaching out. Our most common volunteers are GKB educators, GKB National Honor Society students, and parents of 21st CCLC participants. We are especially interested in encouraging parent volunteerism because we want parents to be as active and involved in their child's education as possible.

We use volunteers in a variety of ways:

- Volunteers chaperone field trips.
- They share their specific interests or talents with students.
- They talk to students about their careers.
- They join students for fun activities, such as cooking and baking.
- They help at events.

We hope to be even more intentional in our efforts to recruit and utilize community volunteers going forward, as volunteerism is a great way to bring new ideas and knowledge to our programs and to contribute to the vibrancy and interconnectedness of our community. Of note, *all* volunteers are required to complete a volunteer application and receive a background check prior to working with our students.



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PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

1. Recruitment Criteria: Our 21st CCLC program will serve students from J.E. Ober Elementary, Garrett Middle School, and Garrett High School. We will also provide services to students attending St. Joseph School. Although we are hopeful that most of the students who enroll will be students who are especially in need of additional supports, we have no criteria for enrollment and serve students regardless of their gender, race, religion, background, income, or ability level.

As a current 21st CCLC program, we expect to continue to serve many of the GKB students who are already enrolled in our program. To ensure that we continue to fill all available spots, we will implement the following strategies:

- Teachers will discuss the program with students and parents. We will encourage teachers to specifically target disadvantaged youth and/or those facing academic challenges.
- Any student who transfers to a GKB school will receive a brochure detailing our 21st CCLC program.
- Information pertaining to our 21st CCLC enrollment, events, and announcements will be shared on both the JAM Center and GKB's social media platforms.
- JAM Center staff will visit students biweekly during their lunch hour to discuss the program.
- We will recruit middle and high school students at our monthly Teen Nights. Teen Nights are open to any teens in the community (including those who are *not* enrolled in our programming) and are typically attended by dozens of young people.

2. Community Data: Although the median household income in DeKalb County (home to Garrett) is just under the state average, many children in our community are still facing significant challenges:

- According to the Kids Count Data Center, nearly 1 in every 6 children struggles with food insecurity.
- According to a recent report published by United Way Indiana, 14% of DeKalb County families with children live in poverty, and an additional 17% of families with children are considered ALICE families. **ALICE** is an acronym for **A**sset **L**imited, **I**ncome **C**onstrained, **E**mployed. ALICE households earn more than the Federal Poverty Level but struggle to manage even their most basic needs: housing, food, transportation, childcare, and health care.
- According to the Kids Count Data Center, DeKalb County's rate of child abuse and neglect (28.9 per 1,000 children) exceeds the state average by 39%.

3. Parental Involvement: We understand that parental involvement is key to a child's success, so we very intentionally encourage engagement through a number of strategies:



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Fun Family Events - Already, we host a variety of family-oriented events, and, moving forward, we want to expand our offerings. Currently, we offer a Teen Night (e.g., a fall bonfire, a movie/game night, a holiday dinner, etc.) each month. Most of these events also involve parents. Participation was tremendous during the 2019-2020 school year, with almost 60 people attending each event! After COVID-19, we even hosted *virtual* family events.

Moving forward, we also want to begin hosting at least two annual family events for our elementary students and their parents. Our goal for these events will be to bring students and their parents together for fun and fellowship and to celebrate the students' achievements. Examples of potential events would be an art show, where we showcase students' work from throughout the year, or a science expo, where students can highlight their STEM learning.

Although the primary purpose of these events is not necessarily to educate parents, we want to foster a community where families feel welcome and are engaged. By offering fun events like these, we believe families will become more connected to our 21st CCLC program and will be more likely to also participate in our other involvement opportunities.

Educational Family Events - Moving forward, we hope to also begin hosting monthly educational events for teens and their parents. We will explore critical topics such as mental health, college and career readiness, and financial literacy. In fact, if we are again selected as a 21st CCLC site, we plan to purchase David Ramsey's "Financial Peace" curriculum. The curriculum, which is tailored for middle school and high school students along with their parents, teaches important personal financial literacy lessons and helps participants gain the knowledge and tools they need to avoid or pay off debt, save for emergencies, and build wealth.

Learning at Home - For our elementary students, we want to do more to promote learning and engagement at home and will begin sending home monthly "family learning kits." Each kit will include a simple but engaging activity (with materials and instructions) that families can complete together. Examples may include a literacy kit (where students will be given several age-appropriate books to read with their families along with guided discussion topics) or a "build your own slime" kit with a simple mini-lesson on polymers.

Parent Volunteerism - We encourage parents to join us for 21st CCLC programming; they can tutor, lead an activity, share a specific skill, or attend field trips. Our goal is to empower parents to feel comfortable and confident coming into our spaces to work with students to improve the quality of our programs. Of note, parents must first complete a volunteer application, and a background check must be conducted before they are allowed to interact with students.

Parent Communication Strategies - We keep parents informed of upcoming involvement opportunities through the use of social media, flyers, our website, the Brightwheel app (for I¹⁴ participants), and the Remind app (for Club JAM participants). We are mindful of the barriers that can prevent families from attending events (e.g., work schedules, other engagements, feeling unwelcome, access to transportation, etc.). We work diligently to offer events that are friendly,



high-interest, and accessible, and we promote the events at least six weeks in advance to give families plenty of time to mark their calendars and make arrangements.

4. **Snack and/or Meals:** Students are given meals and snacks during both the school year and during the summer:

Program/ Grade Level	Session	Food	Location of Service
Elementary (I ¹⁴)	Before School	Breakfast	J.E. Ober
Elementary (I ¹⁴)	After School	Snack	J.E. Ober
Middle and High School (Club JAM)	After School	Snack	JAM Center
Elementary (I ¹⁴)	Summer	Breakfast	JAM Center
Elementary (I ¹⁴)	Summer	Lunch	J.E. Ober
Elementary (I ¹⁴)	Summer	Snack	JAM Center
Middle and High School (Club JAM)	Summer	Lunch	J.E. Ober

All meals and snacks that are served at J.E. Ober are funded by GKB and are prepared by J.E. Ober’s trained and certified food staff in accordance with guidelines set forth by the US Department of Agriculture (USDA) and the IDOE Office of School and Community Nutrition. Meals are planned by the staff, and snack menus are planned by the “After School Snack Program” (ASSP) and include simple and nutritious options. Before-school breakfasts are served at the J.E. Ober cafeteria. For other meals and snacks, the food staff delivers the food to 21st CCLC staff, who are trained on proper distribution standards.

Meals and snacks that are served at the JAM Center are prepared by the JAM Center’s trained and certified food staff using food from Community Harvest Food Bank. Breakfast menus are derived from GKB’s breakfast menus, and snack menus are planned by the ASSP. These meals and snacks—which are also approved by the USDA and the IDOE Office of School and Community Nutrition—are funded by the JAM Center. As with food that is prepared at J.E. Ober, these snacks and meals are delivered to 21st CCLC staff, who, again, are trained on proper distribution standards.

5. **Weekly Schedule:**

Before-School Schedule for Elementary Students (I14):

Monday 6:00-8:00 (2 hours)	Tuesday 6:00-8:00 (2 hours)	Wednesday 6:00-8:00 (2 hours)	Thursday 6:00-8:00 (2 hours)	Friday 6:00-8:00 (2 hours)
Quiet Time (6:00-6:30)	Quiet Time (6:00-6:30)	Quiet Time (6:00-6:30)	Quiet Time (6:00-6:30)	Quiet Time (6:00-6:30)
STEAM Activities	STEAM Activities	STEAM Activities	STEAM Activities	STEAM Activities



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(6:30-7:30)	(6:30-7:30)	(6:30-7:30)	(6:30-7:30)	(6:30-7:30)
Breakfast (7:30-8:00)	Breakfast (7:30-8:00)	Breakfast (7:30-8:00)	Breakfast (7:30-8:00)	Breakfast (7:30-8:00)

After-School Schedule for Elementary Students (I14):

Monday 3:00-6:00 (3 hours)	Tuesday 3:00-6:00 (3 hours)	Wednesday 3:00-6:00 (3 hours)	Thursday 3:00-6:00 (3 hours)	Friday 3:00-6:00 (3 hours)
Snack (3:00-3:30)	Snack (3:00-3:30)	Snack (3:00-3:30)	Snack (3:00-3:30)	Snack (3:00-3:30)
Community Learning (3:30-3:40)				
Homework Help OR STEAM Activities (3:40-4:00)				
STEM Provocations (4:00-5:00)				
Playground/ Recreational Activities (5:00-6:00)	Playground/ Recreational Activities (5:00-6:00)	Playground/ Recreational Activities (5:00-6:00)	Playground/ Recreational Activities (5:00-6:00)	Playground/ Recreational Activities (5:00-6:00)

After-School Schedule for Middle and High School Students (Club JAM):

Monday 3:30-6:00 (2.5 hours)	Tuesday 3:30-6:00 (2.5 hours)	Wednesday 3:30-6:00 (2.5 hours)	Thursday 3:30-6:00 (2.5 hours)	Friday 3:30-6:00 (2.5 hours)
Option 1 Homework Help (3:30-4:30) Recreational Activities (4:30-5:30)	Option 1 Homework Help (3:30-4:30)	Option 1 Homework Help (3:30-4:30)	Option 1 Homework Help (3:30-4:30)	Option 1 Homework Help (3:30-4:30)
Option 2 Cooking/Baking (3:30-5:30)	Option 2 STEAM Activities (3:30-4:30)	Option 2 Youth Leadership (3:30-4:30)	Option 2 STEAM Activities (3:30-4:30)	Option 2 College & Career Readiness (3:30-4:30)



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Option 3 First Tech Challenge (3:30-5:30)	Everyone Recreational Activities (4:30-5:30)	Everyone Recreational Activities (4:30-5:30)	Everyone Recreational Activities (4:30-5:30)	Everyone Recreational Activities (4:30-5:30)
Everyone Table Discussions (5:30-6:00)	Everyone Table Discussions (5:30-6:00)	Everyone Table Discussions (5:30-6:00)	Everyone Table Discussions (5:30-6:00)	Everyone Table Discussions (5:30-6:00)

Summer Schedule for Elementary Students (I14):

Monday 6:00-6:00 (12 hours)	Tuesday 6:00-6:00 (12 hours)	Wednesday 6:00-6:00 (12 hours)	Thursday 6:00-6:00 (12 hours)	Friday 6:00-6:00 (12 hours)
Quiet Time (6:00-6:45)	Quiet Time (6:00-6:45)	Quiet Time (6:00-6:45)	Quiet Time (6:00-6:45)	Quiet Time (6:00-6:45)
Community Learning (6:47-7:00)	Community Learning (6:47-7:00)	Community Learning (6:47-7:00)	Community Learning (6:47-7:00)	Community Learning (6:47-7:00)
STEAM Activities (7:00-7:30)	STEAM Activities (7:00-7:30)	STEAM Activities (7:00-7:30)	STEAM Activities (7:00-7:30)	STEAM Activities (7:00-7:30)
Breakfast (7:30-8:00)	Breakfast (7:30-8:00)	Breakfast (7:30-8:00)	Breakfast (7:30-8:00)	Breakfast (7:30-8:00)
Recreational Activities OR Gardening (8:00-9:00)	Recreational Activities OR Gardening (8:00-9:00)	Recreational Activities OR Gardening (8:00-9:00)	Recreational Activities OR Gardening (8:00-9:00)	Recreational Activities OR Gardening (8:00-9:00)
STEM Provocations (9:00-11:00)	STEM Provocations (9:00-10:15)	STEM Provocations (9:00-10:15)	STEM Provocations (9:00-10:15)	STEM Provocations (9:00-10:15)
Lunch (11:00-11:50)	Lunch (11:00-11:50)	Lunch (11:00-11:50)	Lunch (11:00-11:50)	Lunch (11:00-11:50)
Quiet Time (11:50-12:30)	Quiet Time (11:50-12:30)	Quiet Time (11:50-12:30)	Quiet Time (11:50-12:30)	Quiet Time (11:50-12:30)
Community Learning (12:30-12:45)	Community Learning (12:30-12:45)	Community Learning (12:30-12:45)	Community Learning (12:30-12:45)	Community Learning (12:30-12:45)
STEAM Activities (12:45-1:30)	STEAM Activities (12:45-1:30)	STEAM Activities (12:45-1:30)	STEAM Activities (12:45-1:30)	STEAM Activities (12:45-1:30)



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Outdoor Exploration Nature Walk (1:30-2:00)				
STEAM Activities (2:00-3:00)				
Snack (3:00-3:45)				
STEM Provocations (3:45-4:15)				
Playground/Recreational Activities (4:15-6:00)				

Summer Schedule for Middle and High School Students (Club JAM):

Monday 12:00-4:00 (4 hours)	Tuesday 12:00-4:00 (4 hours)	Wednesday 12:00-4:00 (4 hours)	Thursday 12:00-4:00 (4 hours)
Lunch (12:00-1:00)	Lunch (12:00-1:00)	Lunch (12:00-1:00)	Lunch (12:00-1:00)
Academic Enrichment Activities (1:00-3:00)	Academic Enrichment Activities (1:00-3:00)	Academic Enrichment Activities (1:00-3:00)	Academic Enrichment Activities (1:00-3:00)
Recreational Activities (3:00-4:00)	Recreational Activities (3:00-4:00)	Recreational Activities (3:00-4:00)	Recreational Activities (3:00-4:00)

Outlined below are brief descriptions of the activities listed in the schedules.

I¹⁴ Activities:

- **Quiet Time:** Quiet time gives children the opportunity to transition into learning or recharge. The lights are dimmed, soft music is played, and participants may quietly read a book, play with puzzles, or engage in another individual activity.
- **STEAM Activities:** Various STEAM-related materials and activities (art supplies, blocks, LEGOs, measurement tools, etc.) are available for students to explore independently or in small groups.



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- **Community Learning:** Staff members lead students through whole-group discussions to determine areas of interest, and they then participate in activities (involving music, literacy, and/or journaling) based on the students' expressed interests.
- **STEM Provocations:** Staff members create STEM-related "provocations," or experiences, designed to spark the students' interests. For example, staff members might submerge one egg in vinegar and another egg in juice. The participants would observe, explore, and hypothesize about the provocation. This creates opportunities for the staff to introduce and use different scientific terms to explain the students' observations. During this time, we will also implement *FIRST* LEGO League Explore.
- **Outdoor Activities:** Our facility sits on an expansive, 13-acre property and includes an "outdoor classroom" with a student-garden. Spending time outside (e.g., gardening and participating in nature walks) gives participants an opportunity to invigorate their senses and engage their large-motor skills through physically active learning.

I¹⁴ and Club JAM Activities:

- **Homework Help:** Staff support students individually or in small groups.
- **Recreational Activities** – To encourage physical wellness and to support the development of social skills, students participate in a wide variety of organized physical activities (e.g., floor hockey, volleyball, etc.) We frequently use an online "Game Library" (available through www.playworks.org) to help with planning. Through the library, we can explore hundreds of games by group size, available space and equipment, appropriate ages, and developmental skills. The games are designed to keep all participants engaged and moving. They offer plenty of adaptations that make games fun and inclusive for everyone. Of note, one of our performance measures relates to physical activity because, at the JAM Center, promoting physical wellness is an organizational priority. There is also a growing body of evidence indicating that physical activity and fitness can benefit academic performance.

CLUB JAM Activities:

- **Cooking/Baking Program:** Our "Prep, Prime, and Dine" program provides participants with the opportunity to explore the science, math, and fundamentals of cooking/baking through demonstrations and hands-on instruction. Prep, Prime, and Dine empowers youth to feel confident, comfortable, and creative in the kitchen while exploring foods from numerous cultures.
- **STEAM Activities:** Participants enjoy a wide variety of rotating hands-on activities that give them the opportunity to explore the visual arts (especially painting), as well as STEM learning. For example, participants might compete against one another to build marshmallow catapults or a Barbie bungee cord.



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- **Youth Leadership:** JAM Center staff lead participants through interactive discussions and activities relating to a variety of critical and high-interest topics, including but not limited to mental health, bullying, leadership, self-care, technology use and misuse, healthy relationships and friendships, etc.
- **College & Career Readiness:** Each year, we offer two new Junior Achievement programs. (Please see **Program Implementation: Evidence-Based Programming** for additional details.)
- **Table Discussions:** Our Table Discussion-time is a less structured time where we come together to discuss participants' days at school, their home lives, their personal lives, and other topics of interest. Conversations range from silly to serious and are often student-led. This is an excellent time for relationship-building—students get to know one another better, and they are supported by our staff members, who act as mentors. It also promotes social and emotional growth. Additionally, Table Discussions are an excellent way to receive feedback from students regarding the types of activities they would enjoy and the specific supports they need.
- **Summer Academic Enrichment Activities:** The academic enrichment activities that students participate in over the course of the summer vary by the week's theme.
 - Week 1: Wellness
 - Week 2: Leadership
 - Week 3: Mindfulness and Meditation
 - Week 4: STEAM
 - Week 5: "Good Works" (Community Service)
 - Week 6: Culinary Week

6. Alignment to Standards: We are committed to offering program activities that will align to the Indiana Afterschool Standards and Indiana Academic Standards. To ensure that we are successful, we will take the following steps:

- Our staff will be familiar with both the Indiana Afterschool Standards and Indiana Academic Standards and will be proficient at developing program activities that align with standards. Staff will attend conferences (including the Indiana Youth Institute conference, the Out of School Summit Conference, and the Great Kids Make Great Communities conference) that will give them the knowledge and tools they need. Because our focus is STEAM, staff members will also attend workshops that will increase their knowledge of STEAM education.
- Each week, our Youth Advocates must submit their program plans to our Program Director. The program plans must include the specific activities that will be implemented along with the Standard/s with which the activities correlates.



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- Our Program Director and Site Coordinator will observe our Youth Advocates, document their observations, and offer them the support and guidance they need to continue to improve their teaching methods and the quality and rigor of their activities.
- We will continue to assess and revise our programming activities. The online strengths-based self-assessment tool known as the Indiana Quality Program Self-Assessment (IN-QPSA) will be taken annually to rate our program's performance as it relates to the Indiana Afterschool Standards and Specialty Standards. We will use the IN-QPSA to help us 1.) evaluate our data to drive decisions, 2.) identify and understand what factors support high performance, and 3.) define what steps we will need to take to achieve continued growth. All staff members involved in our 21st CCLC program, our advisory council, and our local evaluator will be part of this assessment process.

7. Staff Recruitment and Retention: We recruit our diverse staff through a variety of means, including social media, newspaper ads, Indeed (the employment-related search engine for job listings), and word-of-mouth. Job descriptions are concise but compelling, engaging potential candidates and showcasing the work they will be able to do for children and teens in the community.

We are committed to providing equal employment opportunities to all people, regardless of race, color, religion, creed, national origin, sex, age, disability, marital status, veteran status, or any other status protected by applicable law. Equal opportunity extends to all aspects of the employment relationship, including hiring, transfers, promotions, training, terminations, working conditions, compensation, benefits, and other terms and conditions of employment.

We comply with federal and state equal employment opportunity (EEO) laws and strive to keep the workplace free from all forms of harassment, including sexual harassment. We consider harassment in all forms to be a serious offense. Employees who have been subject to prohibited discrimination or harassment should immediately report the incident, in writing, to their supervisor. Complaints are investigated immediately and handled confidentially. We ensure that employees following this complaint procedure are protected against illegal retaliation. Any reported violations of EEO law or this policy are investigated. Supervisors or employees found to have engaged in discriminatory conduct or harassment are subject to immediate disciplinary action, including possible termination of employment.

As was previously noted, professional development trainings are offered to the entire team throughout the year. Staff are compensated for their time, and the trainings cover a wide array of skills that are vital to supporting youth development (e.g., improving team communication skills, strengthening leadership skills, increasing quality of afterschool programming and program implementation, and developing the skills that are fundamental to empower and motivate others). This helps not only with professional growth but also with retention—as staff who are



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empowered to do their job well are more likely to be successful and are, in turn, motivated to remain a part of our team.

Our competitive wages also support staff retention. Most of the staff who will implement 21st CCLC programming are Youth Advocates. They plan activities, lead programming, and interact most directly with youth. The base rate for a Youth Advocate is \$8.25/hour. However, their individual hourly rate increases based on their education, experience, and training. To determine their specific rate of pay, they are first assigned points based on the criteria below:

Criteria	Point Value
High School Diploma	1
1 Year of College	2
2 Years of College	3
Associate's Degree	5
3 Years of College	6
Bachelor's Degree in Relevant Field	10
Youth/Education Experience 1-2 Years	1
Youth/Education Experience 2-5 Years	3
Youth/Education Experience >5 Years	6
Youth Advocate Experience	2 pts per yr

Their rate of pay is then determined using the following scale:

Point Value	Pay Range	Point Value	Pay Range
1	\$8.25	<17	\$11.00
2 to 3	\$8.50	18 to 20	\$11.25
4 to 5	\$8.75	21 to 23	\$11.50
6 to 7	\$9.00	24 to 26	\$11.75
8 to 10	\$9.25	27 to 30	\$12.00
11 to 12	\$9.50	36 to 42	\$12.50
13 to 14	\$9.75	43 to 49	\$13.00
14 to 15	\$10.00	50 to 56	\$13.50
>16	\$10.25	>57	\$14.00

Other positions include the Site Coordinator (\$15.00/hour) and Program Director (\$20.00/hour).



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EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

We have just finished our third year of operating a 21st CCLC program.

21st CCLC Local Evaluation Executive Summary - During our first year (**2017-2018**), our RAPs included 23 elementary school students and 9 middle school students (for a total of 32). According to our evaluation, our successes included the following:

- We exceeded our performance goal regarding growth on the Math portion of the NWEA by an increase of 6% proficiency rates between fall and spring.
- Students had positive opinions toward the site and felt that the JAM Center provided them with positive role models and a safe place to be.
- Teachers saw growth in academic performance for students according to the teacher surveys.

We also received the following feedback from our evaluator:

The 2017-2018 school year was GKB-JAM Center's first year of running a 21st CCLC. For the first year, they made good progress towards their goals. The main concern would be meeting the targeted number of regular participants. They had many students register and attend programming, but not as many attended for the benchmark days.

She also suggested that we offer even more structured academic activities to reinforce students' literacy and math skills.

During our second year (**2018-2019**), our RAPs included 20 elementary school students, 6 middle school students, and 5 high school students (for a total of 31). We also met *and* exceeded each of our academic goals:

- 82% of kindergarten-4th-grade RAPs met their performance measure in English/Language Arts.
- 76% of kindergarten-4th-grade RAPs met their performance measure in Math.
- 100% of 5th-12th-grade RAPs met their performance measure in English/Language Arts.
- 88% of 5th-12th-grade RAPs met their performance measure in Math.
- 82% of teachers of RAPs reported that students improved or did not need to improve their academic performance.
- 65% of teachers of RAPs reported that students improved or did not need to improve their motivation to learn.

We also received the following advice from our evaluator:

The Center is encouraged to restructure their teen programming to encourage students to attend multiple days a week. By having specific days dedicated to one particular kind of



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programming, it automatically keeps many students from reaching their target number of days.

It is recommended the JAM Center engage more with the students' families. The Center can partner with the schools on any family programming or parent meetings. The Center could also work with the school to develop a referral process where teachers can refer students to the Center, and the Center contacts the parents.

Our evaluator has not yet finished her formal evaluation of the program for the **2019-2020** school year. However, she did share the following feedback with us:

"The JAM Center's new 21st CCLC leadership really took to heart the suggestions from the previous years. Program and activity scheduling for the first two years for older students was not conducive to students attending regularly and meeting RAP benchmarks. For 2019-2020, the programming for middle school and high school students was restructured to not only encourage older students to attend more frequently but to also WANT to attend more frequently. Because of this and the adjustments to RAPs due to COVID, the Center's RAP number more than doubled from 31 in 2018-2019 to 64 in 2019-2020. The Center's leadership is continuously looking for opportunities to improve the 21st CCLC at all grade levels. The Center continued to connect with students during the COVID-19 closures. They thought of innovative ways (such as live streaming activities) to continue to engage students and encourage learning during the closures. Programming for the younger students was made available during the closures for families who work in essential positions."

Our evaluator also shared teacher feedback from the past year:

"C.J. is shy, so I think participating in JAM programs is great for his social skills."

"X.B. has focusing challenges and the JAM Center's 21st CCLC Program was a motivator for him. He loved going!!"

"K.U. definitely stepped up her academics as the year rolled on. She was slow to turn things in at the start of the year and by third quarter, I saw a huge improvement."

The feedback we have received from our evaluator over the last three years has been truly invaluable, and, as was noted in her comments above, we have truly taken the feedback we received to heart. As a result, we have quite literally transformed our programming over the last three years.

- We began implementing much more rigorous academic activities. The benefits of these efforts are evidenced in our students' Academic Performance Measures. (The 2018-2019 school year is the most recent year for which our formal evaluation has been completed.)



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- We have restructured our programming for middle and high school students to encourage more robust attendance. Previously, each day of the week was designated for one specific program targeting one specific group of teens. Consequently, teens would typically only join us one or two days per week. Now, we offer daily options for everyone, and teens can attend each day of the week. The success of this work is evidenced by the tremendous growth we have seen in RAPs over the last year. As was noted, the number of RAPs more than doubled between the 2018-2019 school year and the 2019-2020 school year!
- We have also made efforts to increase parent engagement by utilizing the Remind app and the Brightwheel app (we now have 40 parents who engage with these apps regularly), and we have made greater efforts to include families in our monthly teen events (as a result, the average attendance amongst parents has more than doubled over the last year).

21st CCLC Professional Development Plans – Over the last two years, our staff participated in the following professional development activities:

Years	Training/Facilitator	Outcome
2018-2019 2019-2020	Community Mental Health Services	Staff learned more about trauma (and how it impacts youth) as well as trauma-informed practices.
2018-2019 2019-2020	Youth Mental Health First Aide Training	Staff were equipped to address mental health issues and crises
2018-2019 2019-2020	Responsive Classrooms	Staff learned to more effectively incorporate academic activities into programming.
2018-2019 2019-2020	Multistate Conference	Staff networked and collected strategies and ideas that have led to more impactful programming.
2018-2019 2019-2020	Bloom and TADA Training	Staff developed a fuller understanding of how to incorporate developmental needs into program design and implementation.
2018-2019 2019-2020	Indiana Youth Institute Conference	Staff networked and collected strategies and ideas that have led to more impactful programming.
2019-2020	Playworks Training	Staff learned about the “power of play” and how play can support education. They also learned how to structure games so that they are accessible for and encourage participation from everyone.
2018-2019 2019-2020	Indiana Afterschool Network Summit	Staff networked and collected strategies and ideas that have led to more impactful programming.

21st CCLC Monitoring Visit – An onsite monitoring visit of our 21st CCLC program was conducted by the IDOE on September 21, 2017. Within our summary, it was noted that “the review team



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appreciated the enthusiasm and cooperation of the center’s afterschool staff throughout it monitoring visit.”

The summary noted our compliance with the Indiana Afterschool Standards. No compliance findings were identified during the observation, and no corrective action plan was required. However, we were advised that offering bus transportation to students’ homes following their attendance in the program would increase participation. We began providing bus transportation home after this recommendation was given.



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PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. Evidence-Based Programming: Our programming, especially our I¹⁴ program, is heavily informed by the Reggio Emilia philosophy, which values the child as capable of curiosity and exploration and gives students a significant amount of control over their learning.

The three main components of the Reggio philosophy are provocation, observation and documentation. Educators “provoke” intellectual curiosity by providing engaging and open-ended materials. Students are encouraged to explore and interact with the materials, thereby having an organic learning experience. Educators then “observe” and “document” how the student engages with the materials. What sparked their interest? What were the students’ strengths or challenges? The primary goal of Reggio is to facilitate critical thinking, creativity, and innovation. In conjunction with this philosophy, we will implement several evidence-based curricula:

FIRST LEGO® League Explore - Should we again be selected as a 21st CCLC program, we will purchase the *FIRST LEGO League Explore* curriculum for our I¹⁴ elementary students. *FIRST LEGO League Explore* guides youth through the fundamentals of engineering. During the program, students explore real-world problems, learn to design, and code and create unique solutions made with LEGO bricks and powered by LEGO Education WeDo 2.0. They also apply their skills in an exciting competition.

FIRST Tech Challenge - Through our exciting FIRST Tech Challenge curriculum, middle and high school Club JAM students are given the opportunity to participate in an inimitable technology challenge. Over the course of the school year, they work together to design, build, and program an actual robot, which is coded using a variety of levels of Java-based programming. All skill levels—from technology novices to those who have robotics experience—are welcome to participate. Also, each year, our students participate in an annual competition, where they go “head-to-head” against other FIRST Tech Challenge teams from across the region. A variety of awards are given for robotic performance as well as real-world accomplishments such as community outreach and design. We are thrilled to share that, at the 2019 competition, our JAM Center team received the “Rookie Sensation” award, and in 2020, we received the “Innovation Award.” Prior to enrolling in FIRST Tech Challenge, many participants have never had the opportunity to learn about technology through a hands-on, experiential activity. Through FIRST Tech Challenge, they learn just how exciting technology can be and develop a wide variety of specific STEM skills. While these skills are in themselves very valuable, we are confident that our curriculum will be a launchpad for these young people. After participating in FIRST Tech Challenge, the students will be more likely to take advanced level science and math courses, pursue other technology or STEM-focused activities, and consider a career in STEM.

Junior Achievement – Each year, our 21st CCLC participants at each grade level participate in one or more of Junior Achievement (JA)’s evidence-based programs. I¹⁴ elementary students typically



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participate in JA’s Lemonade Day. Lemonade Day gives children the opportunity to experience entrepreneurship by launching and operating their own business—a lemonade stand. Lemonade Day not only helps foster self-esteem and teach key entrepreneurial skills, but it also promotes financial literacy and philanthropy, as students are encouraged to earn, save, spend, and share their profits. At the middle and high school level, Club JAM students participate in two JA programs each year. During the 2019-2020 school year, students participated in *JA It’s My Future*® and *JA It’s My Job*®. Through these programs, students gained practical information to help prepare them for the working world. Following participation in the program, students were able to develop the personal-branding and job-hunting skills needed to earn a job, research potential careers, create a basic resume, recognize appropriate behavior for an interview, and differentiate between soft and technical skills. All JA programs are designed to support the skills and competencies identified by the Partnership for 21st Century Skills. JA programs also correlate to state standards in Social Studies, English/Language Arts, and Math.

2. Table Below:

Program Goals:	Program Objectives:	Program Activities:	Performance Measures:	Assessment Strategies:
1. Improve Academic Achievement	1) Increase reading comprehension achievement among RAPs 2) Increase mathematics achievement among RAPs	1) Homework Help/Tutoring 2) Academic Enrichment Learning Activities and Academic Curricula	1) 60% of RAPs (K-4 th grade) will earn a 3 by spring in at least 75% indicators in ELA 2) 60% of RAPs (K-4 th grade) will earn a 3 by spring in at least 75% indicators in Math standards 3) 60% of RAPs (5 th -12 th grade) will earn at least a C or show improvement in English by spring 4) 60% of (5 th -12 th grade) RAPs will earn at least a C or show improvement in Math by the spring	1) Report Cards 2) Teacher Surveys



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			<p>5) 60% of teachers of RAPs will report that students did not need to improve or improved “academic performance” by spring</p> <p>6) 60% of teachers of RAPs will report that students did not need to improve or improved their consistency in completing and turning in their homework on time by spring</p>	
2. Improve Social/Behavioral Outcomes	<p>1) Increase student interest in STEM-related careers</p> <p>2) Increase student participation in physical activity</p>	<p>1) <i>FIRST</i> LEGO® League Explore curriculum</p> <p>2) <i>FIRST</i> Tech Challenge curriculum</p> <p>2) Additional STEM-related activities</p> <p>3) Daily recreational activities</p>	<p>1) 50% of RAPs will report that they have more interest in pursuing a STEM-related career</p> <p>2) 65% of RAPs will report that they participate in physical activity outside of school at least two times/week</p>	1) Spring student surveys
3. Increase Family Involvement	1) Increase parental involvement in their child’s academics	1) Educational Family Engagement Nights	1) 60% of parents/guardians (K-5 th grade) will report that they attended at least one parent/teacher	1) Spring Parent Surveys



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	<p>2) Increase parental involvement in school-related events</p>	<p>2) Family Learning Kits 3) Parent Volunteer Opportunities 4) Parent Communication Strategies</p>	<p>conference throughout the school year 2) 60% of parents/guardians (6th-12th grade) will report that they attended Back to School Night</p>	
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PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Communication Plan: Fortunately, at the JAM Center and GKB, our longstanding partnership lends itself to continued and frequent communication between our organizations.

- Currently, the JAM Center’s Executive Director and GKB’s Superintendent communicate almost daily with one another—via email, phone call, face-to-face meetings, committee meetings, etc. They will continue to work together to align in-school and out-of-school time efforts and ensure that the 21st CCLC program is meeting the needs of all students.
- The 21st CCLC program will be implemented by JAM Center staff, who will present the program to educators. This will ensure that educators are familiar with the program and are committed to referring students and their families—especially students who are identified as needing extra supports.
- The JAM Center staff will regularly request data (e.g., report cards, assessment results, teacher surveys, etc.) from school staff. Data collection efforts will be supported by the GKB Superintendent, and all 21st CCLC participants will sign a release when they enroll in the program.
- The JAM Center will regularly convene its 21st CCLC advisory council, which will include representatives from GKB. We will also invite St. Joseph school personnel to serve on the council.

Over the last three years, our 21st CCLC program has developed a strong reputation in the Garrett community, and we plan to both continue and expand our efforts to share information with potential parents and the community stakeholders.

- One of our goals for the coming years is to develop additional community partnerships. We will have intentional conversations and meetings with community stakeholders during which time we will explain the benefits of our 21st CCLC program and explore ways we can work together to support student outcomes.
- We will continue to share information about the program on the JAM Center website.
- We will produce marketing brochures and flyers, which we will distribute at community events and will share with potential families, partners, etc.
- Our staff at both the JAM Center and GKB will continue to promote the program through our own connections and through word-of-mouth.
- We will also begin making our 21st CCLC evaluator reports available on our JAM Center website so that we can transparently and objectively share the benefits of our 21st CCLC program with the community.



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- We will maintain regular communication with parents of participants through the Brightwheel and Remind apps.

2. 21st CCLC Terminology: All program marketing materials (e.g., the JAM Center website, brochures, flyers, registration forms, etc.) will prominently feature the 21st CCLC logo. In fact, before any print item relating to the program is released to students, families, educators, and/or the public, a designated staff member will ensure that it contains the logo. Moreover, all JAM Center staff will intentionally use the correct “21st Century Community Learning Center” terminology when discussing the program with students, families, educators, and/or the public.



PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1. Professional Development Plan:



IDOE 21st CCLC Program Professional Development Plan

Program Name	GKB/Judy A. Morrill Recreation Center
Program Director	Danielle Johnson
Dates of Implementation	July 1, 2021—July 31st, 2022

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. Do not include IDOE 21st CCLC required trainings.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Great Kids Make Great Communities	Allen County Superior Court	-Improve the quality of program coordination and implementation -Empower and motivate both front line & administrative staff	-Improved efficiency of program operations -Staff will learn new techniques, activities, and practices to implement into programs -Staff will have a better understanding of how to apply positive youth development practices	Program Director-1 Site Coordinator-1 Youth Advocates/Interns-6	6	\$480	100% from 21 st CCLC	October 2021	
2020 Kids Count Conference	Indiana Youth Institute	-Improve the quality of program planning and coordination	-Improved efficiency of program operations -Staff will feel empowered and	Program Director-1 Site Coordinator-1	10-12	\$1,000	100% from 21 st CCLC	December 2021	



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IDOE 21st CCLC Program Professional Development Plan

		-Empower and motivate staff to incorporate what they learned, and apply it to their programs directly	motivated to perform better	Youth Advocates/Interns-2					
First Aid/CPR Training	American Red Cross	-All employees will become more safety aware -All staff will feel more comfortable working with students if they learn the proper skills for First Aid and CPR training	-Our organization will be a safe place to work -Parents will feel safe dropping their kids off and having their teens attend our programs if our staff is properly trained.	Program Director-1 Site Coordinator- 1 Youth Advocates/Interns-6	4	\$280	100% from 21 st CCLC	Oct 2021	
Youth Mental Health First Aid	Mental Health of America	-Staff will become knowledgeable about how to address mental health issues and crises	-Staff will feel comfortable and confident addressing and responding to mental health issues and crises that may arise among students	Program Director-1 Site Coordinator-1 Youth Advocates/Interns-6	8	\$320	100% from 21 st CCLC	March 2022	
Online Webinars	Indiana Youth Institute	-Improve the quality of	-Staff will have a better understanding of	Program Director-1 Site Coordinator- 1	Varies	\$0 In-Kind*	N/A	July 2021- June 2022	



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IDOE 21st CCLC Program Professional Development Plan

		Program Implementation	applying positive youth development practices	Youth Advocates/Interns-6					
Bloom Book Studies	JAM Center	-Staff will learn the 7 principles of basic human learning habits: order, meaningful movement, context learning, learning as its own reward, interest, self-reliance, and practice of thoughtful teacher interactions	-Staff will have a clear understanding of how to apply the 7 principles of child development to the program -Staff will feel more comfortable and confident sharing their knowledge with the children's' school day teachers and parents	Program Coordinator-1 114 Youth Advocates- 3	Varies	\$0 In-Kind*	N/A	July 2021-June 2022	
Question Persuade Refer (QPR) suicide prevention training	Northeastern Center of Dekalb County	-Staff will learn about being able to recognize warning signs of suicide -Staff will learn how to get help for themselves and learn more about preventing suicide	-Staff will know the warning signs of suicide and will feel comfortable asking themselves or others the proper questions when appropriate -Staff will know how to respond to students/co-workers/parents/guardians who are suicidal, and will be able to point	Program Director-1 Site Coordinator- 1 Youth Advocates/Interns-6	3	\$0 *In-Kind*	N/A	August 2021	



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IDOE 21st CCLC Program Professional Development Plan

		-Staff will learn the common causes of suicidal behaviour	them in the right direction for help -Staff will feel more knowledgeable about the topic of suicide, and will feel comfortable talking about it if it is brought up in programming						
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Professional Development Plan Cost:

Total Estimated Cost	\$ 2,080- Excluding Required Trainings	% of Total Budget	% 1.3 Excluding required trainings
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2. Assessment: Investing in our staff's professional development needs is essential to the quality of our program. A variety of resources and strategies will be used to assess and support the needs of our staff including but not limited to the following:

- Our Program Director and Site Coordinator will conduct monthly observations and one-on-one meetings with our Youth Advocates to assess their collective and individual needs. They will also type summaries of the observations and meetings, which will be given to the individual staff members for review and reflection.
- During the first year of the program, staff members will participate in four off-site conferences: the IYI's Kids Count conference, the Great Kids Make Great Communities conference, the Multistate Conference, and the Indiana Afterschool Network Summit. Since STEAM is our focus, at these conferences, we will be intentional about requiring staff to attend STEAM-focused workshops.
- Staff members will also participate in free online webinars from sources such as the IYI, the Indiana Academy for Out-Of-School Learning, the Indiana Afterschool Network, and You For Youth. The Indiana Academy for Out-of-School Learning and the Indiana Afterschool Network offer 50 free courses with in-depth curriculum content. Particular webinars will also be assigned based upon each staff member's individual professional development needs, as assessed by our directors.
- Staff members will participate in onsite training, including first aid/CPR training (offered through the American Red Cross), youth mental health training (offered through Mental Health America), and QPR (Question, Persuade, and Refer) Suicide Prevention Training (offered through Northeastern Center, a community counseling center). Each of these on-site trainings will take place annually so that our staff can stay up-to-date on their certifications.



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- Staff members will also participate in professional development activities that will be conducted by our Program Director and Site Coordinator. Examples of “in-house” training topics will include safety procedures, curriculum, program planning, Bloom book studies, and documentation.

3. Staff Plans: The training opportunities outlined in our Professional Development plan will benefit all staff members. Even though our staff have varied educational backgrounds and professional experiences, we believe the areas of focus of these trainings (educational techniques, activities, and practices; positive youth development strategies; safety; and mental health) are critical to everyone, which is why most trainings will be attended by at least one director (our Program Director or our Site Coordinator) and multiple Youth Advocates.

However, within each of these training opportunities, staff members will participate in sessions that specifically support their individual professional needs. For example, our Program Director already has a strong background in youth development (she has a bachelor’s degree in Human Services with a minor in Early Childhood Education). Her background—coupled with the fact that her duties are now primarily executive in nature—means that she will focus on workshops that help her to expand her knowledge of management skills, family engagement strategies, and program sustainability. Our Site Coordinator has nearly a decade of professional experience working with youth. Therefore, she will focus on workshops that give her the tools she needs to confidently manage staff (i.e., observing staff, leading staff through reflections, supporting them, and challenging them to grow). Our Youth Advocates will develop activities and work directly with students each day. Therefore, they will participate in workshops that help them to facilitate STEAM learning and other educational activities as well as workshops that enhance their knowledge of youth development and behavior management strategies.

4. Enhancing Quality: The professional development activities outlined in our plan will serve to enhance our 21st CCLC program’s quality and help us to reach our goals and objectives in the following ways:

- The activities will benefit our program at an organizational level. We will improve the efficiency of our operations, and our staff will feel empowered and motivated to perform better.
- We will be able to ensure the safety of program participants.
- Our staff will gain the knowledge, tools, strategies, and techniques they need to enhance programming activities and improve academic outcomes.
- Our staff will be more equipped to respond to students’ emotional needs. Staff will understand how to apply positive youth development practices, and they will also feel comfortable and confident addressing and responding to mental health issues and crises that may arise.



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EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

1. **Evaluation Plan:** To evaluate the success of our 21st CCLC program, we will collect the following data:

- Attendance records for each participant will be provided by the schools at the end of each semester.
- Grades for each participant will be provided by the schools at the end of each semester.
- Standardized test results for each participant will be provided by the schools when the information becomes available.
- Teacher surveys will be distributed through the Cayen database system. Cayen automatically reports which teachers have and have not completed the surveys, and our Program Director will connect with the GKB Superintendent so that she can follow-up with any teachers who do not complete the survey within the expected time frame. We aim for 100% survey completion rates, so consistent communication has and will continue to remain very important.
- Student surveys will be distributed to participants at the end of each school year at the JAM Center but can also be mailed to students' homes (with a pre-addressed and stamped envelope) if need be. The completion of the surveys will be overseen by JAM Center staff.
- Parent surveys will be distributed to parents of participants at the end of each school year using a variety of methods to ensure ease for families. We will 1.) send out surveys via a Survey Monkey link on both the Brightwheel and Remind apps, 2.) distribute surveys in-person, and 3.) mail physical surveys to participants' homes (again, with a pre-addressed and stamped envelope). The completion of the surveys will be overseen by JAM Center staff.

Our Indiana Youth Institute (IYI) evaluator (see below) will help to design our data collection tools (e.g., participant and parent surveys) and will supervise the entire data collection process, maintain records of all collected data, and conduct statistical analyses for summative evaluation reports.

Our 21st CCLC program already has a strong history of using data to drive program improvements, and we will continue to do so in the coming years. Our staff reviews data throughout the year as it becomes available. The data allows us to make informed decisions as we continue to refine our overall programming and provide targeted interventions for specific students. We also spend a great deal of time reviewing our annual evaluation report. We view the evaluation process not as a mere requirement of the 21st CCLC program. Rather, it is a tremendously helpful tool that has truly guided us as we seek new ways to improve, grow, and help more young people in our community achieve success.



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Of note, we have always shared our evaluation reports with GKB. However, moving forward, we are also going to begin sharing our reports with other community stakeholders and with the public at-large through our website. We believe this will support our long-term program sustainability, as it will help to engage additional individuals and organizations in our work and potentially lead to new ideas, volunteers, and partners.

2. Local Evaluator: We have worked and will continue to work with the IYI to contract an evaluator for our 21st CCLC program. Established in 1988, the IYI exists to improve the lives of all Indiana children by strengthening and connecting the people, organizations, and communities that are focused on kids and youth.

IYI's Consulting Services, a professional evaluation research division of the IYI, has become a resource for many youth-serving organizations as they conduct evaluations. IYI Consulting Services has conducted large scale, multi-year and multi-site evaluations throughout Indiana. Clients include the Department of Mental Health and Addiction, multiple 21st CCLC centers, and various school districts (including Indianapolis Public Schools). The protocol developed by IYI will give consistent and clear reporting to help us make informed programmatic and administrative decisions.

Our 21st CCLC evaluation project will involve the skills and expertise of Christina Arrom, J.D., and Kate Bathon Shufeldt. Ms. Arrom is the IYI Client Success Manager and provides project supervision for all consulting services provided by IYI. With more than ten years of experience in leading nonprofit organizations, Ms. Arrom brings her expertise in program design, implementation, and evaluation to each project. The evaluator assigned to our project, Kate Bathon Shufeldt, has completed numerous evaluations in recent years, including evaluations for several 21st CCLC projects. Ms. Bathon Shufeldt has over ten years of experience in program development and management. Her knowledge and experience make her an ideal match for this project.

3. Strategies of Measurement: Our outlined performance measures include indicators for academic achievement, social/behavioral growth, and parent engagement. GKB's elementary grades utilize a standards-based grading system. For those grades, we will be assessing the number of RAPs who meet (i.e., receives a 3 or higher) at least 75% of the subject standards in reading and math. A 75% is equivalent to a C in a regular grading scale and is sufficient to assess grade-level performance. Grades 5-12 utilize a traditional letter grading scale. We will be examining the number of RAPs receiving a C or higher or improving their grades throughout the school year. We will continue to work closely with the schools to obtain copies of the students' report cards for data entry and evaluation purposes.

Teacher surveys will also be collected for two performance measures regarding 1) overall academic performance and 2) consistency in completing and turning in homework on time. Teacher surveys help us look beyond grades and ask professionals who work with our students



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on a daily basis if they have seen improvements in their behaviors or performance over the school year.

Our social/behavioral performance measures will be collected via student surveys. Being a community recreational center, we have a long history of promoting exercise and wellness. We chose a performance measure focused on physical activity to ensure that our initial mission continues to be included in our 21st CCLC. Physical activity is critical to physical and mental wellness. However, there is also a growing body of evidence indicating that physical activity and fitness can benefit academic performance for children. Almost immediately after engaging in physical activity, young people are better able to concentrate on tasks, which can enhance learning. Over time, as they continue to engage in physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing.

Our second performance measure is STEAM-focused. Not only will we be including even more STEAM programming with the addition of FIRST Lego League, but we also plan to purposefully recruit individuals working in STEAM fields for our career talks and other college and career readiness activities. We are hopeful that, by igniting our students' passion for STEAM, they will develop their confidence and possibly even go on to consider a career in STEAM. In Indiana, the demand for STEAM workers is tremendous, with 20 open STEAM jobs for every qualified Hoosier—and this need is only expected to grow. By helping children build STEAM skills, we are laying the foundation for their future success *and* for our community's future success

Our family engagement performance measures will be measured through parent surveys. Again, family involvement is critical to students' success. In fact, research shows that the most accurate predictor of academic achievement is not socioeconomic status or how prestigious the school is that a child attends. The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education. We decided to focus on parent/teacher conferences and the Back to School Night because attendance at those events (as opposed to the more "fun" activities such as volunteering with a sports team or chaperoning a field trip) indicate a parent's interest in their child's education.



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SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

1. Transportation to and From: Again, our JAM Center facility and the GKB schools (i.e., J.E. Ober, Garrett Middle School, and Garrett High School) are adjacent to one another, and we consider ourselves part of a single “campus.”

St. Joseph school, which has expressed interest in our 21st CCLC program, would use a school bus contracted with GKB to drop off any participating St. Joseph students at J.E. Ober. (Of note, GKB bus drivers have CDL licenses, undergo an annual background check, and a quarterly drug and alcohol test.) JAM Center staff members will then meet the I¹⁴ students (from both J.E. Ober and St. Joseph) at the J.E. Ober school office. They will walk to the designated 21st CCLC classroom spaces together.

Parents of I¹⁴ participants pick up their child/children from J.E. Ober at the end of the day. This has never been a challenge for our families, but if it becomes a challenge, we will ensure that safe and satisfactory transportation accommodations are made.

Middle and high school students participating in Club JAM walk to the JAM Center facility together after school. At the end of the day, they are transported home via a GKB school bus.

During the summer, parents drop off and pick up I¹⁴ participants. Again, this has never been a challenge for our families, but if it becomes a challenge, we will ensure that safe and satisfactory transportation accommodations are made. We contract a bus through GKB to provide door-to-door transportation for our Club JAM participants during the summer.

2. Needs of Working Families: It can be difficult for working parents to take time out of their workday to transport their child to an after-school program. Thanks to our shared campus and St. Joseph’s transportation services, this is not an issue for the families we serve. Moreover, our expansive I¹⁴ hours (again, we offer services each day from 6:00 am to 6:00 pm) accommodate working parents’ childcare needs.

3. On-site safety: Our 21st CCLC programming takes place across our shared campus, at both J.E. Ober and our JAM Center facility. The J.E. Ober building remains locked at all times. When a parent wishes to enter the school to retrieve their child, they must first ring a buzzer and are identified via camera. At registration, families complete pickup authorization forms, and children are only allowed to leave with previously authorized individuals.

The JAM Center is a community center and, therefore, does not remain locked. However, 21st CCLC programming takes place within designated and locked areas of the JAM Center facility. Visitors of the JAM Center must first report to the front desk, where they present their identification. However, even visitors do not have access to 21st CCLC participants.



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Also of note, JAM Center staff use the Brightwheel app to track I¹⁴ attendance; the app also tracks the time at which students leave the program for the day. This ensures that all participants are accounted for at all times. Club JAM participants sign in and sign out of the program each day.

When we host field trips or leave our campus for any reason, parents must sign permission slips. We also give parents information about our whereabouts, including the address of the destination, the hours we will be away, and contact information for both the destination and JAM Center staff. We also take a binder that includes all participants' emergency contacts with us when we leave. Finally, while we always maintain a strong staff-to-student ratio, if we leave campus, we utilize additional volunteers and/or chaperones to ensure participant safety.

4. Hiring Practices: It is *essential* that the individuals we hire are qualified to work with and supervise youth. Before they are hired, every employee must first provide two references. They must also undergo 1.) a national background check from the Indiana State Police Limited Criminal History, 2.) fingerprinting through Identigo, and 3.) a drug screen. Once hired, we continue to document and track the employee's trainings, certifications, and professional development. An annual audit is conducted by the JAM Center's Human Resource Director to ensure that all employees are "up-to-date."

5. Background Checks: All human resource records, including background checks, are kept in a locked filing cabinet in the JAM Center Executive Director's office. Both the office and file cabinet have limited access and only designated staff members have keys.



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PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

The JAM Center’s overall community center programming is supported by a wide variety of funding sources, including dollars raised through grant requests, special events, individual and corporate donations, and fee-based services and memberships. While we are always looking for new sources of funding, at this point, we are not at all sure that our I¹⁴ and Club JAM programs could be financially sustained without the support of 21st CCLC dollars. Garrett is a small community with limited potential sources of funding. In the absence of 21st CCLC funds, we would need to eliminate essential aspects of the program and/or substantially increase our fees.

However, we believe there are other ways to support a program’s sustainability beyond securing additional dollars. Over the past three years, we have worked diligently to improve our 21st CCLC program and establish ourselves as a premiere youth-serving organization. With this strong foundation in place, with our experienced and well-trained staff, and with the prestige that comes with being an official 21st CCLC program, we feel confident that we can now begin doing even more to support our sustainability. We can 1.) be more intentional about sharing our success, 2.) forge new partnerships, 3.) secure additional volunteers and donations, and 4.) find innovative ways to work with our community to support youth outcomes. Indeed, one of our goals for the 2021-2022 school year is to double our number of parent-volunteers.

With continued 21st CCLC funding, we will have the capacity we need to make our vision for the future of our 21st CCLC program a reality.



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APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
Total	125	52